

## Article on Globalization and its Impact on Education: Reference to Education in India

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**Abstract:** Advanced or higher, post-secondary, or third level schooling refers to the stage of knowledge that occurs at academies, universities, colleges, seminaries and institutes of technology. Top education also includes certain cloistered level institutions, such as professional schools, trade schools, and profession colleges that award degrees, diplomas and certificates. Globalization is an umbrella term that refers to increasing global connectivity, addition and interdependence in the monetary, social, technological, cultural, political, and ecological spheres. It is a unitary process inclusive of many such sub-processes, perhaps as best understood as enhanced economic interdependence, augmented cultural influence, speedy advances of in turn technology, and novel domination and geopolitical challenges. In this paper, a systematic attempt has been made to describe academic qualification framework, institutional structure and regulatory scaffold regarding higher tutoring in this era of globalization.

**Key Words:** Higher Education, Globalization, Academic framework, Institutional framework.

**INTRODUCTION:** Globalization is a sunshade term that refers to growing global connectivity, addition and interdependence in the monetary, social, technological, cultural, political, and ecological spheres. It is a unitary process inclusive of many such sub-processes, possibly as best understood as enhanced economic interdependence, augmented cultural influence, rapid advances of information technology, and novel governance and geopolitical challenges. Globalization has redefined the constituents and drivers of monetary progress over last two decades.

### Globalization and Its Meaning:

The Term ‘Globalization’ means incorporation Of Economies and Societies through Cross countryside Flows of Information, Ideas, Technologies, Goods, Services, Capital, Finance and People. Cross Border Integration Can Have Several scope – Cultural, Social, supporting And Economic. In Fact, Some People Fear educational And Social incorporation Even More Than Economic incorporation.

### A BRIEF HISTORY OF HIGHER EDUCATION IN INDIA (Historical Development):

India has an age old legacy of education but it was mainly based on community group and social status rather than being consistently available to all conventional Hindu culture served the needs of the Brahmin family. Brahmin teachers would educate boys to read and write. Under the Mughals, culture was similarly exclusive, favoring the rich fairly than those from high-caste backgrounds. These pre-existing elitist tendencies were unbreakable under British rule. British regal rule brought with it, the idea of a modern state, a modern financial system and a modern education system.

By linking entry and progression in administration service to educational culture, colonial rule contributed to the inheritance of an education system while preserving the position and prerogatives

of the more advantaged. In the early 90s, for the first time require for technical and job training in education was raised by the Indian National Congress. The first prime minister of Independent India Pandit Nehru envisages India as a secular democratic system with a state-led command economy. Education for all and manufacturing development were seen as crucial tools to achieve financial prosperity and social equity.

Nothing is eternal, only change is enduring. Globalization is a feature of changing world. It is no more a recent phenomenon in the world and since India is a major player of twenty first century we are facing its socio – economic impacts. Initial enthusiasm for globalization as a beneficial set of processes has yielded to an understanding that the phenomenon is largely associated with increasing social inequality within and between countries as well as instability and conflict.

Globalization is impacting the institutional framework in both developing and industrial countries. It is changing the way in which governments perceive their role in the society. It has also far reaching implications for socio economic development and educational systems of countries all over the world. With abundance of natural resources India has huge young and skilled man power to excel in every walk of life.

### **Profit from Globalization:**

Every event, activity and decision has its advantages as well as disadvantages. The benefits from globalization can be analysed in the context of the three types of channels of economic globalization identified earlier.

### **Trade in Goods and Services:**

We know that international trade leads to allocation of resources that is consistent with comparative advantage. This results in specialization which enhances productivity. It is accepted that international trade, in general, is beneficial and that restrictive trade practices impede growth. That's why many of the emerging economies, which originally depended on a growth model of import substitution, have moved over to a policy of outward orientation.

The traditional contributors of economic development and economic power such as material resources and production capabilities have been replaced by knowledge and information. Globalization has resulted in significant changes in the knowledge economy and ushered new conditions for the provision of higher education to cater the skill requirement all across the globe. Higher educational services have emerged over the last few years as a major economic sector for trade worth several billion dollars. The key elements of globalization include the knowledge society, information and communication technologies, the market economy, trade liberalization and changes in governance structures. These elements of globalization have impacted significantly the education sector in general and higher education in particular. The present study critically analyses the growth of higher education sector in India and identifies the major concerns. It also evaluates the preparedness of the country for the opening up its border for foreign institutions.

### **Movement of Capital:**

Capital is key factor of production. Capital flows across countries have played an important role in enhancing the production base. Without capital any type of economic activity is not possible. India had faced crisis several times. Capital mobility enables the total savings of the world to be distributed among countries which have the highest investment potential. Under these circumstances, one country's growth is not constrained by its own domestic savings.

## HIGHER EDUCATION IN INDIA:

India has been a major seat of learning for thousands of years. The present format of Higher education in India was started in 1857 with the inception of universities in the three presidency towns. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavours such as arts and humanities, natural, mathematical and social sciences, engineering; medicine, dentistry, agriculture, education, law, commerce and management, music and performing arts, national and foreign languages, culture, communications etc.

### Academic Qualification Framework:

There are three principle levels of qualifications within the higher education system in the country which are as under:

#### Bachelor/ Undergraduate level:

Bachelor's degree is offered after 12 years of school education. Generally it is offered in two streams: liberal and professional field of studies. The liberal studies are generally three years programme offered in arts, commerce and sciences. Some institutions offer bachelor courses with honours in liberal studies which are not necessarily longer in duration but indicate greater depth of study. Bachelor degree in professional studies is generally a four years programme offered in agriculture, dentistry, engineering, medicine, pharmacy, technology, and veterinary. The bachelors in architecture and medicine take five and five and a half years respectively. There are other bachelor programme which are offered only after completion of first bachelor degree. These include one year bachelors in education, journalism and library and information science. Similarly a Bachelor's degree in law can be pursued only after completion of first bachelor degree but is of three years bachelor programme. The bachelor degree in law is also offered as an integrated degree lasting five years.

**Master's / Post-graduate level:** Master's degree is normally of two-year duration in both the liberal and professional fields of study. It could be coursework based with or without thesis or research. Now a days to match the skill requirement, fast track programmes in professional streams such as Executive MBA are also available to those having 3 to 5 years of experience at managerial level. Some Master's degree such as in Library and Information Science lasts for one year while in Computer Science lasts for three years.

**Pre-Doctoral / Doctoral level:** A pre-doctoral programme - Master of Philosophy (M.Phil.) is taken after completion of the Master's Degree. This can either be completely research based or can include course work as well which is generally of one and half year duration.

**Doctor of Philosophy (Ph.D.)** is pursued after masters or pre-doctoral programme and generally takes two to five years to be awarded. Students are expected to write a substantial thesis based on original research with or without course work.

**Diploma:** Diploma Courses are also available at the undergraduate and postgraduate level. At the undergraduate level, it varies between one to three years in length while postgraduate diplomas are normally awarded after one year's study.

**Distance Learning Programmes:** At all the levels, programmes in both liberal and professional field are offered through distance learning mode which normally takes longer duration than their equivalent regular programme.

### Institutional framework

The degree / diploma awarding institutions consist of the following:

**Central Universities:** A Central University in India is established by the Government of India, by Act of Parliament.

**State Universities:** A State University in India is established by the State Government, by State Legislature.

**Deemed Universities:** Institutions which have been accorded the status of a university with authority to award their own degrees through central government notification.

**Open University:** Open University can be a central or state University imparting education exclusively through distance mode in any branch or branches of knowledge.

**Institutes of National Importance:** Some of the higher education institutions are awarded the said status of Institutes of National Importance by the act of Parliament.

**Other Institutions:** Include the Institutions established by State Legislative Act and colleges affiliated to the University, both government-aided and –unaided. The Universities are of various kinds, with a single faculty, or multi-faculties; teaching or affiliating, or teaching cum affiliating, single campus or multiple campuses. Most of the Universities are affiliating universities, which prescribe to the affiliated colleges the course of study, hold examinations and award degrees, while undergraduate and to some extent postgraduate colleges affiliated to them impart graduate instruction. Many of the universities along with their affiliated colleges have grown rapidly to the extent of becoming unmanageable. Therefore, as per National Policy on Education, 1986, a scheme of autonomous colleges was promoted. In the autonomous colleges, whereas the degree continues to be awarded by the University, the name of the college is also included. The colleges develop and propose new courses of study to the University for Approval. They are also fully responsible for conduct of examination.

### **Regulatory Framework:**

The institutions imparting higher education at different levels are regulated by the following bodies: University Grants Commission (UGC) set up under UGC Act 1956 is responsible for coordination, determination, and maintenance of standards and release of grants to universities and research organizations. It provides recognition for universities in India, and provides funds for government-recognised universities and colleges. Its headquarters are in New Delhi, and six regional centres in Pune, Bhopal, Kolkata, Hyderabad, Guwahati and Bangalore.

**All India Council of Technical Education (AICTE)** has been established under the AICTE Act, 1987. The council is authorized to take all steps that are considered appropriate for ensuring coordinated and integrated development of technical education and for maintenance of standards.

**Medical Council of India (MCI)** was set up by the Indian Medical Council Act, 1956, amended in 1993. The council is empowered to prescribe minimum standards for medical education required for granting recognized medical qualifications by universities or medical institutions in India. The Council is also responsible to give its recommendations to the Central Government for establishing new medical colleges, opening of new or higher courses of study and increase in admission capacity in any courses of study or training.

**Indian Council for Agricultural Research (ICAR)** has established various research centres in order to meet the agricultural research and education needs of the country. It is actively pursuing

human resource development in the field of agricultural sciences by setting up numerous agricultural universities spanning the entire country.

**National Council for Teacher Education (NCTE)** is a statutory body set up under the National Council for Teacher Education Act, 1993 to facilitate planned and coordinated development of the teacher education system in the country, and for regulation and proper maintenance of norms and standards in the teacher education system. The Council is empowered to grant recognition of institutions offering courses or training in teacher education.

**Dentists Council of India (DCI)** constituted under the Dentists Act, 1948, is a statutory body incorporated under an Act of Parliament to regulate the dental education and the profession of dentistry throughout India. The council is responsible for according recognition to dental degree awarded by various universities and also for maintaining uniform standards of dental education in India.

Pharmacy Council of India (PCI) also known as central council was constituted under Section 3 of the Pharmacy Act, 1948. The PCI controls pharmacy education and profession in India up to graduate level. The council prescribes the minimum standard of education for qualification as pharmacist.

**Indian Nursing Council (INC)** is a statutory body constituted under the Indian Nursing Council Act, 1947. The council is responsible for regulation and maintenance of a uniform standard of training for nurses, midwives, auxiliary nurse-midwives and health visitors.

**Bar Council of India (BCI)** is empowered to make rules to discharge its functions under the Advocates Act 1961. An important rule-making power is with reference to laying down guidelines for the standards of professional conduct and etiquette to be observed by advocates. The Bar Council of India rules may prescribe for a class or category of person entitled to be enrolled as advocate. The Bar Council of India can also specify the conditions subject to which an advocate must have the right to practice and the circumstances under which a person must be deemed to practice as an advocate in a court.

**Central Council of Homeopathy (CCH)** was established under the Homoeopathy Central Council Act, 1973. The council prescribes and recognizes all homeopathic medicine qualifications. Any university or medical institutions that desires to grant a medical qualification in homeopathy is required to apply to the council. The council is responsible for constitution and maintenance of a Central Register of Homoeopathy and for matters connected therewith. All universities and board of medical institutions in India are required to furnish all information regarding courses of study and examination.

Central Council for Indian Medicine (CCIM) is the statutory body constituted under the Indian Medicine Central Council Act, 1970. This council prescribes minimum standards of education in Indian Systems of Medicine viz. Ayurveda, Siddha, Unani Tibb. The council is responsible to maintain a Central Register on Indian Medicine and prescribes standards of professional conduct, etiquette and code of ethics to be observed by the practitioners.

**Council of Architecture (COA)** was constituted under the provisions of the Architects Act, 1972, enacted by the Parliament of India. The Act provides for registration of Architects, standards of education, recognized qualifications and standards of practice to be complied with by the practicing architects. The Council of Architecture is responsible to regulate the education and practice of



profession throughout India besides maintaining the register of architects. Any person desirous of carrying on the profession of "Architect" must register himself with Council of Architecture.

**Distance Education Council (DEC)** was constituted under statute 28 arising from Section 25 of the Indira Gandhi National Open University Act, 1985.

The Distance Education Council (DEC) is responsible for the promotion and coordination of the open university and distance education system and for determination of its standards. The Council provides academic guidelines to promote excellence, encourage use of innovative technologies and approaches, enable convergence of all systems and sharing of resources through collaborative networking for access to sustainable education, skill up gradation and training to all.

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